**Amanda Wilhite**
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**appointment**

**Office Hours (245C**

**MWF 12:30-1:30; TR by**

Drama

# *ENGL 2029 (Section 001)*

Fall 2026 MWF 2:30-3:20 pm **Allen B0023**

Course Materials

Textbooks: *The Bedford Introduction to Drama,* The Lion in Winter,* and various plays online.

*Almost all of these plays are in the public domain for free. I will post links to the plays that we will be using to Moodle when I can find them for free online. That being said, I will be using the 5th edition of the Bedford Anthology. If you want to use the same book I am using, you can pick up any of the Bedford editions from the 3rd through the 8th for pretty cheap online.*

Course Description

LSU Catalog: Skills for reading and writing about drama; attention to generic conventions and critical perspectives; section emphasis may vary, consult departmental handout.

To paraphrase Joyce Carol Oates, where is drama going, where has it been? In this course, we will examine over two thousand years worth of plays. That being said, I want you all to have a choice in what plays you read. Please note the students' choice options on the class schedule. These openings will give you all a choice in the readings for the class. By allowing you all to pick the plays you want to read, you all can move beyond being passive audience members and begin building the course around what plays you want to read.

ILC Statement

Integrative learning allows students to make simple connections among ideas and experiences and across disciplines and perspectives. The LSU Integrative Learning Core (ILC) curriculum is designed to develop student abilities to transfer their learning to new situations, and demonstrate a sense of self as a learner. A fundamental goal of the ILC is to foster students' practical and intellectual capacities associated with integrative learning in preparation for high competence and functionality in their post-baccalaureate careers. This course fulfills the BOR

Area of Humanities and provides students experience with the ILC proficiency of Written Communication.

Objectives

By the end of this course, students should be able to:
- read and write critically about drama;
- know about major literary terms, themes, and writing strategies
- have an understanding of various genres and their particular characteristics;
- be aware of major intellectual currents that inform the development of drama from ancient Greece to modern America; and
- be able to compare and contrast themes and characters across generic, linguistic, and temporal boundaries.

Attendance

I will follow the university's attendance policies (which can be found here Policy Statement 22). Please make every effort to attend class as non-attendance will negatively affect your participation grade and will cause you to miss valuable instruction and discussion concerning the texts that we read. Extra Credit Opportunity: If you email me a picture of a cardigan corgi by 2:30 p.m. on August 24, I will allow you to drop one additional reading quiz grade. Also, missing class will cause you to miss whatever reading quiz might be given on that day. Students with university excused absences should inform me of the days that they will be missing class prior to the missed class sessions. Only students with university excused absences will be allowed to make up reading quizzes.

Assessment and Grading

Percentage Breakdown:
Discussion Participation- 10%
Reading Quizzes- 10%
Midterm- 20%
Drama Review- 15%
Compare and Contrast Paper- 20%
Final- 25%

Standard Grading Scale:
A+ = 97-100%  C+= 77-79%
A = 93-96%  C= 73-76%
A- = 90-92%  C- = 70-72%
B+ = 87-89%  D+= 67-69%
B = 83-86%  D= 63-66%
B-= 80-82%  D-= 60-62%
F= 59% and below

## Reading Schedule

| Class Date | Discussion Topics | Readings | Assignments Due |
|---|---|---|---|
| 8/24/2026 | Course Expectations | Syllabus and | |

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| | | Reading Schedule | |
| 8/26/2026 | Ancient Greek Drama Lecture | Notes on Moodle | |
| 8/28/2026 | *Oedipus Rex* | | |
| 8/31/2026 | *Oedipux Rex* | | |
| 9/2/2026 | *Lysistrata* | | |
| 9/4/2026 | *Lysistrata* | | |
| 9/7/2026 | **Labor Day Holiday** | | |
| 9/9/2026 | *Chi-Raq* | Optional due to content and language, but **very helpful** for the compare and contrast paper | |
| 9/11/2026 | Medieval Culture Lecture | Notes on Moodle; Start *Everyman* | |
| 9/14/2026 | *Everyman* | | |
| 9/16/2026 | Renaissance Lecture | Notes on Moodle | |
| 9/18/2026 | *The Jew of Malta* | | |
| 9/21/2026 | *The Jew of Malta* | | |
| 9/23/2026 | *The Jew of Malta* | | |
| 9/25/2026 | *Richard II* | | |
| 9/28/2026 | *Richard II* | | |
| 09/30/2026 | *Richard II* | | |
| 10/2/2026 | *Richard II* | (The David Tennant Performance) *Watch Richard II \| Prime Video* | **Drama Review Due** |
| 10/5/2026 | Midterm Review | | |
| 10/7/2026 | | | **Midterm** |
| 10/9/2026 | **Fall Break** | | |
| 10/12/2026 | Student's Choice of Second Shakespeare Play | | |
| 10/14/2026 | Student's Choice of Second Shakespeare Play | | |
| 10/16/2026 | Student's Choice of Second Shakespeare Play | | |
| 10/19/2026 | Performance of Second S Play | | |

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| 10/21/2026 | The Long 18th Century Culture Lecture | Notes on Moodle | |
| 10/23/2026 | *Samson Agonistes* | | |
| 10/26/2026 | *Samson Agonistes* | | |
| 10/28/2026 | *The Way of the World* | | |
| 10/30/2026 | *The Way of the World* | | |
| 11/2/2026 | Victorian Culture Lecture | Notes on Moodle | |
| 11/4/2026 | *The Importance of Being Earnest* | | |
| 11/6/2026 | *The Importance of Being Earnest* | | |
| 11/9/2026 | *Mrs. Warren's Profession* | | |
| 11/11/2026 | *Mrs. Warren's Profession* | | |
| 11/13/2026 | *The Lion in Winter* | | |
| 11/16/2026 | *The Lion in Winter* | | |
| 11/18/2026 | *The Lion in Winter* (Performance) | Katherine Hepburn and Anthony Hopkins Performance Watch The Lion in Winter (1968) - Free Movies \| Tubi | |
| 11/20/2026 | Student's Choice of Final Play (Performance) | Fences? Wicked? | |
| 11/23/2026 | Student's Choice of Final Play | | |
| 11/25/2026 | **Thanksgiving Holiday** | | |
| 11/27/2026 | **Thanksgiving Holiday** | | |
| 11/30/2026 | Makeup Day | | |
| 12/2/2026 | Final Paper | | |

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|---|---|---|---|
| | Workshop | | |
| 12/4/2026 | Final Exam Review Day- Last Day of Classes | | **Compare and Contrast Paper Due** |
| 12/10/2025 | **Thursday (12:30 pm-2:30 pm)** | | **Final Exam** |

NB- The schedule of readings is subject to change.

EXPECTATIONS

LSU's general policy states that for each credit hour, you (the student) should plan to spend at least two hours working on course related activities outside of class. Since this course is for three credit hours, you should expect to spend a minimum of six hours outside of class each week working on assignments for this course. Visit the LSU catalog for more information regarding general information for courses.

TECHNOLOGIES AND AI IN OUR WRITING CLASS

We will use various kinds of technologies to compose and conduct research in this class. Students should show respect for others in the classroom and will not use cell phones or other electronic media unless asked to by the instructor. Students who are not mentally present within the class time because their technology has become distraction, with activities such as Facebooking or online shopping, may be asked to leave the classroom.

This writing class is meant to help you learn to express yourself better through practice. Writing is a way of thinking and showing your own thinking. There are many tools and technologies that help us do that. Writing itself is a technology that humans have developed. As these tools advance, we want to use them judiciously. What many refer to as artificial intelligence and large language models (LLMs) now can piece together text by mimicking patterns found online. **We want you to write original work in this class, and that means that you are not allowed to use generative AI to generate written work in this course.** We want you to learn to write by writing. And so, that means doing the work. Trying to pass off machine generated text as your own isn't the most creative or ethical way to go about writing, and it goes against the student code of conduct regarding academic integrity. Technically, for example, OpenAI owns the copyright of any text generated by ChatGPT. While we may use various writing tools and technologies in this class, we want to be careful about doing so. If your writing is thought to be generated in some unethical fashion, we can respond and address that as needed. Student Advocacy and Accountability hears cases regarding issues surrounding students and academic integrity.

LSU CODE OF STUDENT CONDUCT

The LSU Code of Student Conduct explains student rights, excused absences, and what is expected of student behavior. Students are expected to understand this code as described here. Any violations of the LSU Student Code will be duly reported to the Dean of Students.

DISABILITY SERVICES

Each course syllabus should contain a statement reflecting compliance with The Americans with Disabilities Act and the Rehabilitation Act of 1973, as amended, Section 504.

ACADEMIC RESOURCES

- The library offers research help at the Research Help Desk. You can also text them research questions or get in touch through their online help portal https://askus.lib.lsu.edu/.

- Writing help is provided by peer tutors at Studio 151 in Coates. Reservations may be made online at cxc.lsu.edu/appointment.

CONFERENCES

You may be required to discuss your work with me in one or more arranged conferences. Please be sure to attend any of those scheduled meetings and make use of office hours if you have specific questions or need additional help.

DIVERSITY STATEMENT

I want us all to be committed to fostering a positive learning environment based on inclusion, open communication, mutual respect, and appreciation of diversity. Please use this opportunity to listen and learn from one another, respecting others' opinions, experiences, beliefs, values, and differences. Refrain from personal attacks or demeaning comments. Our goal is thoughtful and courteous intellectual dialogue. This is an interactive, discussion-oriented course. This means that all students are responsible for contributing to both their own learning experience and the learning experience of others. There is room for vigorous discussion, and sometimes even heated intellectual disagreement in this classroom; however, it is expected that each person treat others with the utmost care and respect. Conflict between ideas does not need to become conflict between people. Be kind.

NONDISCRIMINATION, SEXUAL HARASSMENT, & TITLE IX

LSU provides equal opportunity for all qualified persons in admission to, participation in, or employment in the programs and activities which the university operates without regard to race, creed, color, marital status, sexual orientation, gender identity, gender expression, religion, sex, national origin, age, mental or physical disability, or veteran's status. LSU has implemented a procedure to address complaints for those who believe they have been subjected to discrimination and/or harassment in violation of this policy. Please know that your instructors are here to support you and listen to your experience. We also want you to know that we are mandatory reporters and must report what we know to the Office of Civil Rights and Title IX. All LSU employees, with few exceptions, are required to report instances of sex- or gender-based harassment and discrimination, including sexual misconduct and power-based violence (e.g., sexual assault, stalking, dating violence, domestic violence, sexual exploitation, retaliation, etc.) for which they may not be the victim, but of which they are aware. The Office of Civil Rights & Title IX is the LSU office responsible for investigating complaints regarding any type of discrimination, sexual harassment, or power-based violence. The Office of Civil Rights & Title IX is located in 118 Himes Hall and the phone number is 225-578-9000. If you are aware of an individual who has been victimized, you are encouraged to contact the Office of Civil Rights & Title IX or file an online report by visiting **LSU's Title IX** website and clicking the **Report an Incident** box. If you have been assaulted, harassed, or a victim of violence, we encourage you to contact the Office of Civil Rights & Title IX. Please reach out for help immediately. Some excellent resources available to Baton Rouge residents include:

- STAR (Sexual Trauma Awareness and Response; 24/7 hotline: 855-435-STAR (7827)
- IRIS Domestic Violence Center; 24/7 hotline: 800-541-9706
- The Lighthouse Program; 225-578-5718
- VIA LINK; 800-273-TALK (8255) [national line but answered from New Orleans]

National resources include:

- RAINN (Rape, Abuse & Incest National Network); 24/7 hotline: 800-656-4673
- National Sexual Violence Resource Center

For additional information, visit www.lsu.edu/civil-rights the **Office of Civil Rights & Title IX** and review **PM-73** (Prohibiting Power-based Violence, including Sex- and Gender-based Harassment and Discrimination, and Sexual Misconduct).

STUDENT HEALTH, SAFETY, and GENERAL WELLBEING

LSU is committed to helping students be successful in a sound learning environment. Please take note of your own health throughout our semester together. Make sure you eat, sleep, and take care of yourself. If you need a physician, call student health at (225) 578-6271. If you need counseling, you can call the LSU crisis intervention and referral service, "The Phone" at 225-924-5781. If you feel unsafe, you can call the campus police at 225-578-3231. Take note of your surroundings and be conscientious of yourself and others. You need to make sure that you take good care of yourself so that you can make the most of your educational experience here at LSU. Take a minute to think about what you might do if you faced a health or safety concern in this class this this semester.